

**THE EFFECT OF STUDENTS' SELF-CONFIDENCE LEVEL IN SPEAKING
ENGLISH AT THE NINTH-GRADE OF SMPN 2 PALU**



THESIS

Submitted as a Partial Fulfilment of the Requirements for the S1-Degree at the
English Tadris Department Tarbiyah and Teacher Training Faculty State Islamic
University Datokarama Palu

BY

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2023

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: “*The Effect of Bullying on Students’ Self-Confidence Level in Speaking English at the Ninth-Grade of SMPN 2 Palu*” has been officially approved as my own work as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

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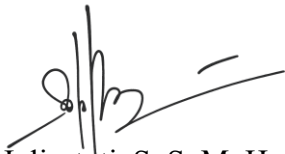
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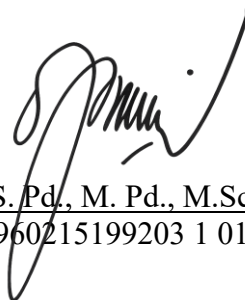
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا
محمد وعلى آله واصحابه اجمعين, اما بعد

Alhamdulillah, the researcher would like to express deepest gratitude by saying thank to Allah SWT. for blessing and mercy given to me, so that the researcher could compose and finish this final project.

Peace and salutation are always sent to the prophet Muhammad SAW. Who has brought us from the Jahiliyah era to the Islamic era.

The researcher realizes that this final project would not have come to its final form without generous help, support, advice, and prayers of others. Many people have helped and contributed their ideas and time in completing this final project and it would be impossible to mention all of them. However, the researcher would like to express my sincerest gratitude and appreciation to:

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ABSTRACT

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Title : The Effect of Bullying on Students' Self-Confidence Level in Speaking English at the Ninth-Grade of SMPN 2 Palu

The researcher was motivated to discuss this thesis entitled "The Effect of Bullying on Students' Self-Confidence Level in Speaking English at the Ninth-Grade of SMPN 2 Palu" because students while English teaching-learning process the students still had difficulty in practicing to speak English. Based on the researcher's observation, the students lack their confidence of speaking English afraid of being bully by their friends when incorrectly in pronouncing the sentences.

The researcher did research was discus about "Does bullying have a significant effect on ninth-grade students' self-confidence in their English language skills?" The research aims to know students' confidence in English-speaking and identify the factors that influence students' self-confidence in speaking English.

This research used mixed method with qualitative & quantitative data to explore students and explore and explain students' self-confidence in speaking English involved 78 students at ninth-grade of SMPN 2 Palu. To gather the data, the students in this research were given questionnaires and an interview.

The questionnaire results of students' self-confidence level in English-speaking classified the category into three categories from low, medium and high level of confidence. The research showed that there was the effect of bullying on students' self-confidence level in speaking English with significance value was 0.000 which means less than 0.05. It can be conclude that the alternative hypothesis (H_a) is accepted while the null (H_0) is rejected. Based on the students' interview result, it can be conclude bullying happens in English-speaking class because students' lack of speaking ability moreover the teacher method in teaching English-speaking class do not affective.

The implication of this research was the students have to motivate themselves and have more confidence in speaking English; they do not need to think if they get bullied by others. The teachers should help students to improve their self-confidence level to speaking English and supposed to teach students with appropriate method that can improve students speaking ability. The further researcher expected to deeply explore students' lack of speaking and also the appropriate method that can improve students' English-speaking ability.

CHAPTER I

INTRODUCTION

A. Background of the Research

United Nations International Children's Emergency Fund (UNICEF) found 41% Indonesian students aged 15 have experienced bullying at least a few times a month, there is 2/3 girls or boys at age 13-17 have experienced at least one type of violence in their lives and 3/4 of children or adolescents who have experienced at least one type of violence reported that perpetrators were their friends or peers.¹

In addition, based on the Indonesian Child Protection Commission (KPAI) there were 37.381 complaints of violence against children over 9-year period, from 2011 to 2019. For bullying at school and on social media, the number reached 2.473 reports and continues to increase.

Darmawan stated 264 respondents from two junior high schools in Palu city. In general, 15.4% of students admitted to bullying other students on a daily basis and the percentage of students who admitted being victims of bullying daily was 20%. Most cases of bullying in the form taunting friends and calling under pseudonyms, i.e., 15% and the number of cases of bullying in physical form such as hitting and kicking is less than 2%.²

¹UNICEF, "Bullying in Indonesia: Key Facts, Solutions, and Recommendations," *Unicef*, 2020, 1–4, [https://www.unicef.org/indonesia/media/5606/file/Bullying in Indonesia.pdf](https://www.unicef.org/indonesia/media/5606/file/Bullying%20in%20Indonesia.pdf).

²Darmawan, "Fenomena Bullying (Perisakan) Di Lingkungan Sekoah," *Jurnal Kependidikan* 1, no. 2 (2017): 253–62, <https://doi.org/https://doi.org/10.21831/jk.v1i2>.

On May, 11th 2022 the researcher interviewed 10 students from 8th grade students of SMPN 2 Palu and 8 of students said they was afraid of being bully by their friends when they incorrect pronouncing the sentences while speaking they unsure with themselves, sometimes they are insecure, shy and lack their confidence in speaking English.

Furthermore, self-confidence defines as an attitude or feelings of confidence in own self. In which that the person concerned is not too anxious in their actions, feel free to do the things they like, responsible for the actions, warm and courteous in dealings with others, and also aware of the advantages and disadvantages in any situation. Self-confidence is an important aspect in the teaching-learning process because confidence in one's abilities generally increases motivation, which makes it a valuable asset for people with insufficient willower.³

Alvant stated that bullying may affect children in a number of ways: e.g., creating low self-confidence, mental illness, and suicidal thoughts.⁴ Bullying is prolonged physical or psychological violence perpetrated by individual or group against a person who is unable to fight back in the current situation.⁵ Coloroso

³Roland Bénabou and Jean Tirole, "Self-Confidence and Personal Motivation," *Quarterly Journal of Economics* 117, no. 3 (2002): 871–915, <https://doi.org/10.1162/003355302760193913>.

⁴P. Alvant, *Effekter Av Anti-Mobbningsprogram-Vad Säger Forskningen?*, 2009, <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:Effekter+av+anti-mobbningsprogram+-+vad+säger+forskningen?#0>.

⁵David A Baron, Claudia L Reardon, and Steven H Baron, *An International Perspective Edited by*, n.d.

identifies there are three kinds of bullying; those are physical, verbal and relational bullying.⁶ In this research only focused on verbal bullying and relational bullying.

Bullying such as mocking, teasing, disrespecting others and so on, often takes place at school. Bullying can and does occur at any stage of life. Most of students are unaware that their comments, jokes, and body language can sometimes be classified as bullying, and therefore often goes unnoticed in the classroom. The possibility of bullying is quite high in a class where English is taught because as a foreign language, students have to learn and practice a new language and therefore mistakes and errors are commonplace during the teaching-learning process, and this situation provides bullying incidents.

SMPN 2 Palu as a public school also teaches the students English. As stated in the Curriculum (K13), the basic competency in English at the junior high school level is for students to be able to understand and respond to transactional (to get things done) and simple interpersonal (to socialise) conversations, using a variety of spoken language accurately, fluently, and appreciatively to interact with those around them.

In the success of language learning speaking play important role for active classroom participation. Speaking is productive auditory aural/oral skill; it consists of producing systematic oral utterances to transfer meaning. Speaking skill helps students to use and to transmit knowledge in effective way.

⁶Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle (Updated Edition)*, ed. People Images/Getty Images, vol. 23 (Canada: Harper Collins, 2010), <https://books.google.com/books?id=U530d-UvelgC&pgis=1>.

In order to communicate their ideas with easy, confidence, and accuracy students must improve their speaking skill.⁷ Students more active in speaking become a good speaker. However, to become a good speaker it needs more self-confidence in order to make communication with the others because the information someone shares with us is not just information, it is also a reflection of their belief in its validity.

A high level of self-confidence needed in speaking skill. It was the context of being sure of doing something, and not being shy and aggressive in social situations.⁸ However, it can become problem for students who do not convince of their abilities. When students lack their self-confidence while they make a mistake in speaking, they will not concentrate on the material. Therefore, if students did not have confidence, it would be difficult for them to show their skills in front of their friends.

Additionally, school was a place where students get good knowledge and nice friend, when students lose their self-confidence at school, peers can often have a great effect on their behaviour.⁹ In teaching, teachers should be able to guide the students in an appropriate learning environment to enable them in understanding the language.

⁷David Nunan, T. D. Terrell, and H. Douglas Brown, *When Ordering This Title , Use ISBN 007-123462-4, Language*, vol. 57, 2003.

⁸*Longman Dictionary of Contemporary English* (England: Pearson Education Limited, 1978).

⁹Dan Olweus, "School Bullying: Development and Some Important Challenges," *Annual Review of Clinical Psychology* 9, no. December 2012 (2013): 751–80, <https://doi.org/10.1146/annurev-clinpsy-050212-185516>.

When the researcher had PPL in SMPN 2 Palu for a month, while teaching classes 8A and 9B, the researcher observed the following phenomena:

- 1) Most of students had difficulty in communicating their ideas when presenting the material.
- 2) Most of students showed shyness and inattention when the teacher asked them to present the material.
- 3) Most of students were simply silent when the teacher given a question.

It was important to have research on the issue due to while English teaching-learning process the students still had difficulty in practicing to speak English. Based on the researcher's observation above, the students lack their confidence of speaking English afraid of being bully by their friends when incorrectly in pronouncing the sentences.

B. Problem Statement

Based on the background of this research and the limitation of the problem, the problem statement is formulated as follows:

1. How does students' self-confidence level in speaking English?
2. Does bullying have a significant effect on ninth-grade students' self-confidence in their English language skills?
3. What are the possible factors influencing students' self-confidence in speaking English?

C. Objective of the Research

Based on the research question, this research is arranged:

1. To identify students' confidence level in English-speaking.
2. To investigate there is a significant effect of bullying on students' self-confidence level in speaking English or not.
3. To find the factors that have major influence on students' self-confidence in speaking English.

The research concerned the factors that influence students' self-confidence level in speaking English. By conducting this research, the result is expected to be beneficial for:

1. Theoretically

This research support existing theories and can help provide information about the factors that influence students' self-confidence level in speaking English at the ninth-grade students of SMPN 2 Palu.

2. Practically

The results of this research are beneficial for various parties namely:

- a. For the researcher.

The research is a provision in applying the knowledge that has been gained in college in the real world of education in school institutions.

- b. For school or institution.

The research can provide valuable information for institutions or school in increasing self-confidence of students.

D. Definition of Term

As a means to avoid misinterpretation and misunderstandings, it is important that in writing this research, the following terms be defined on the next page:

1. Bullying is an intentional aggressive behaviour that is repeatedly against a victim and to be intended to make them feel uncomfortable, insecure, and isolated from the environment. In general, bullying a negative attitude that harms others and it can cause illness and discomfort others. The victims will have interpersonal and academic problems, absent from the school, and low self-esteem.¹⁰
2. Self-confidence is measuring self-belief of person in their own abilities which depends on the background a contextual setting.¹¹In this research, self-confidence in speaking English refers to the way students convey information or express ideas and opinions through oral presentation and the productions' actual utterances as a result of certain psychological processes when speaking in front of the class without doubt, shame, and nervousness.

¹⁰Jacob U.Mofe Gordon, *Bullying Prevention and Intervention at School: Integrating Theory and Research into Best Practices*, *Bullying Prevention and Intervention at School: Integrating Theory and Research into Best Practices*, 2018, <https://doi.org/10.1007/978-3-319-95414-1>.

¹¹Patricia Perry, "Concept Analysis: Confidence/self-Confidence.," *Nursing Forum* 46, no. 4 (2011): 218–30, <https://doi.org/10.1111/j.1744-6198.2011.00230.x>.

CHAPTER II

REVIEW OF LITERATURE

A. The Previous Findings

Previous research is literature studies that contain a common theme the researcher later uses comparing and finding areas of research that have not been researched by the previous researchers. The researcher has already found three previous researches on the same topic and it is related to this research.

The first research conducted by Alfakhan Adji Permana, Farhan Syaifur Rahman and Nur'Aini Ermasaroh Margareta, conducted research entitled: *“Hubungan Tindakan Bullying dengan Tingkat Kepercayaan Diri Seseorang”*. The significance of this research was to identify the relationship between bullying and self-confidence. In this research, the population is students in the Informatics and Computer Engineering Education Program University of Sebelas Maret Surakarta. The random sampling technique was used to select 45 students for the research.

The research design was experimental, and the research finding was related to teaching. A quantitative method with survey approach is used in this research. Bivariate data analysis technique was used to determine the relationship of bullying phenomenon to the level of students' self-confidence. The result of this research was there is a relationship between bullying on self-confidence level.¹

¹Alfarkhan Adji Permana, Farhan Syarifur Rahman, and Nur Aini Ermasaroh, “Hubungan Tindakan Bullying Dengan Tingkat Kepercayaan Diri Seseorang” 1, no. 1 (2021): 6–10.

The second research is conducted by Amalia Rahmawati, Dewi Hartinah, and Faza Ilya., entitled “English Achievement and Bullying in Junior Highschool”. The researchers used mixed qualitative and quantitative data for the research. This research was 146 students from the population of 230 students. The class VII of SMP Muhammadiyah Kudus students experience increased decision making, and the search for self. In qualitative data, it was determined that students become embarrassed and afraid when they speak and learn English because pronouncing English words is difficult for them, because by their classmates and teachers mocking them. In this research there was found the correlation between bullying and English achievement for Junior High School.²

Rivia Silvia Sari and Merry Prima Dewi entitled “The correlation between students’ self-confidence and speaking skills at the twelfth grade of SMAN 2 Bukit Tinggi. Students’ self-confidence was focus on the research, and there were several problems related to it that went contrary to theory. A correlation approach was used in this study. The students at the twelfth-grade at SMAN 2 Bukit Tinggi in academic years of 2020/2021 as the population. And the sample was 28 students taken by simple random sampling technique. The research results showed that there is a correlation between students’ self-confidence and their speaking skill.³

²Amalia Rahmawati, Dewi Hartinah, and Faza Ilya, “English Achievement and Bullying In Junior High School Students,” *Eduvelop* 4, no. 2 (2021): 71–78, <https://doi.org/10.31605/eduvelop.v4i2.977>.

³Riva Silvia Sari; Merry Prima Dewi, “The Correlation Between Students’ Self Confidence and Their Speaking Skill,” *ELTALL (English Language Teaching, Applied Linguistics and Literature* 2, no. 2 (2021), <https://journal.institutpendidikan.ac.id/index.php/journalcss/article/view/82/85>.

From the researchers above, this research has similarities and differences between the third previous researches. The first research, the researcher investigated several problems related to bullying on students' self-confidence. While the difference, the researcher doing in Junior high school and the previous research doing college.

The second previous research, the difference is previous researchers focused on affects bullying on motivation to study in, term English achievements whereas on this research, focuses on effects of bullying on students' self-confidence level in speaking English.

The third previous research, the similarity is the researcher will research several problems related to students' self-confidence level ins speaking English.

B. Literature Review

1. The Explanation of Bullying

a. Definition of Bullying

Bullying is a common social phenomenon that occurs at schools, colleges, and workplaces. It is an unwanted intentional aggressive behaviour such as teasing, taunting, threatening, and hitting that are begun by one or more students toward another. Bullying is generally defined as negative, intentional acts, including physical violence, verbal abuse or intent cause psychological harm through humiliation or exclusion.

Bullying as actions intended to frighten or distress victims, including treats and violence. Bullying also can be descibed as a pattern of behaviours that involves

the attempt to acquire power and dominance over others.⁴ Lawson also mentioned bullying includes the intent to hurt and humiliate others.⁵

Olweus described bullying as an activity in which individuals repeatedly and from time to time receive negative actions refer to activities that are intentionally created or attempted to hurt or make others uncomfortable.⁶

As cited by Myrand, Ken Rigby defined bullying as a desire to do the things that make others feel the pain done by people who are stronger, irresponsible and with a sense of pleasure.⁷ The abuser of bullying can attack physically or psychologically. The ones' self-confidence will be affected when psychologically attacked, in the most severe cases; the victim of bullying can attempt suicide.

b. Types of Bullying

Bullying can be classified as two types. The first types direct bullying also known as physical actions, and usually done by boys. It is including teasing, hitting, punching, and stealing, etc. Another type of bullying usually done by girls it also

⁴A. Rosen et al., "Bullying Behaviours, Helping Behaviours and the Academic Peformance," *Teaching and Teacher Education* 12, no. 1 (2015): 1–17, <http://dx.doi.org/10.1080/01443410.2015.1044943>
<http://dx.doi.org/10.1016/j.sbspro.2010.03.581>
<https://publications.europa.eu/en/publication-detail/-/publication/2547ebf4-bd21-46e8-88e9-f53c1b3b927f/language-en%0Ahttp://europa.eu/>
<http://www.leg.state.vt>.

⁵Andy Hickson, "Can Young People Develop and Deliver Effective Creative Anti-Bullying Strategies?," 2010.

⁶Blackwell Publishing, "(Understanding Children's Worlds.) Dan Olweus. - Bullying at School _ What We Know and What We Can Do-Blackwell (1993.)," n.d.

⁷Helen Mynard and Stephen Joseph, "Bully/victim Problems and Their Association with Eysenck's Personality Dimensions in 8 to 13 Year-Olds," *British Journal of Educational Psychology* 67, no. 1 (1997): 51–54, <https://doi.org/10.1111/j.2044-8279.1997.tb01226.x>.

known as indirect bullying includes spreading rumour or excluding a person from social situation.

National Centre against Bullying divides bullying into several types; the first type is physical bullying it includes hitting, kicking, tripping, punching, and stealing or damaging possessions. The second is verbal bullying it is include name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse. The third is social bullying or sometimes referred as covert bullying, is often harder to recognize and can be carried out behind the bullied person's back. The last is Cyber bullying; it can be covert bullying behaviours using technologies, including hardware such as computers and smart phones, and social media such as instant messaging, texts, websites, and other online platforms.

Bullying also can be categorized into separate types, as verbal, physical, social and emotional bullying. Physical bullying includes poking, pinching, biting, and hitting. In school-age boys' physical bullying usually occurs more frequently than school-age girls. Teasing, calling, threatening, and spreading rumours called as verbal bullying. Social bullying consists of exclusion, extortion, defamation. Using information and communication technologies to threaten others known as cyber bullying, it is intentional and repeated using technology to harm other doing by individuals or groups.⁸

⁸National Association of Social Workers, "NASW Standards for Continuing Professional Education," 2003,
<https://www.socialworkers.org/practice/standards/naswcontinuingstandards.pdf>.

There are many types of bullying can be experienced. It can be clearly visible and some others invisible. Based on Coloroso the types of bullying are as follows:⁹

- 1) **Verbal Bullying.** The most common of bullying that reaches 70% involving boys and girls. This is because verbal bullying is easy and sometimes difficult to detect. It can start off harmless and can escalate to levels which start affecting the individual target.
- 2) **Physical Bullying.** The frequency of all types of bullying. Physical bullying is the most easily contracted with other types.
- 3) **Relational Bullying.** The last type is Relational bullying. It is the most imperceptible and unnoticed form of intimidation.

c. **Characteristics of Victims and Bullies**

The most common characteristic of bullying victims is that they tend to be passive, anxious, insecure, cautious, quiet, and highly sensitive. As a consequence of their inability to engage in school activities also declining in academic success, the victims decided not to participate in classroom schedules and the declining of victims' academic achievements due to they tend not be excited in learning. Nine from ten of abuse victims suffered a decline in a lower academic; the study has showed that victims of male abuse got a lower academic than their friends.¹⁰

⁹Barbara Coloroso, "The Bully, The Bullied, and The Bystander Breaking the Cycle of Violence," *Kids Are Worth It!. Inc.*, 2002, 1.

¹⁰Xin Ma, Len L. Stewin, and Deveda L. Mah, "Bullying in School: Nature, Effects and Remedies," *Research Papers in Education* 16, no. 3 (2001): 247–70, <https://doi.org/10.1080/02671520126826>.

Beane also have classified the characteristics of the bullies. Students who bully other always blame another for their mistakes and have no responsibility for their deeds. They hate to be losers and like to be winners. They are difficult to get in other groups and only have a few of friends who agree with their words. In order to satisfy their desire, the bullies harass others.¹¹ In other ways, bullies can describe as “having an aggressive reaction pattern, in the case of boys, combined with physical strength”.

In addition, Coloroso classifies types of bullying into seven classification and its' characteristics completely different.¹²

1) The confident bullies.

The type of this bullies, their classmates and also teacher examine their personalities. The bullies have friend because of their same high ego. It includes showing no empathy for the victims, having a high ego and feeling greater.

2) Disruptors of society.

The major factor of this kind is jealousy. To hide the acts of bullying, the bullies tend to be a hypocritical. It includes spreading rumours/gossips, verbal taunting and excluding others.

3) The armoured intruders.

The bullies are cruel to victims of bullying and pretend to harm others.

4) A hyperactive bully.

¹¹Allan L. Beane, “Bullying in American Schools: A Socio-Ecological Perspective on Prevention and Intervention. D. L. Espelage & S. M. Swearer (Eds.). Mahwah, NJ: Lawrence Erlbaum Associates, 2003, \$52.50 (Paperback), 408 Pp. ISBN 0-80584-560-7.” *The Journal of Primary Prevention* 26, no. 5 (2005): 467–68, <https://doi.org/10.1007/s10935-005-0007-7>.

¹²Coloroso, “The Bully, The Bullied, and The Bystander Breaking the Cycle of Violence.”

In the classroom, the bullies will be covering their inability by initiate conflicts with classmates.

5) Threatening the intruders.

The meaning of this type, the bullies intimidate by others who stronger. In other hand, the bullies were bullies too.

6) Part of bullies.

The bully does a group of good children. They do not do bully themselves but in together.

7) Gang bullies.

Liars are overtaking power of group in specific areas. They enabled ignore the victims' pain, because of their loyalty.

d. The Effect of Bullying

Classroom bullying also leads victims to feel a lack of social acceptance, which has a detrimental effect on students' attendance. Mehta also states that learners feel uncomfortable when bullying occurs.¹³ Bullying in the classroom can have negative effect on students' achievements. Mynard states there is a negative relation between bullying victims and the successful of educational. Many students suffer to focus on their achievement because of being bullied. The victim of bullying frequently suffers to humiliation, insecurity and lack of self-confidence.¹⁴

¹³Sharmila B Metha, "Bullying Climate and School Engagement in Ninth-Grade Students.," *Journal of School Health* 83, no. 1 (2013): 45–52, 10.1111/j.1746-1561.2012.00746.x%5Cn<http://ezproxy.umsl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=84387228&site=ehost-live&scope=site>.

¹⁴Mynard and Joseph, "Bully/victim Problems and Their Association with Eysenck's Personality Dimensions in 8 to 13 Year-Olds."

1) Suffer Humiliation

Suffer humiliation is people who experience many pressures from their surroundings, sometimes the pressures are coming from our friends in school. Embarrassment, shame, guilt, and humiliation all imply the existence of value systems. Whereas shame and guilt are primarily the outcome of self-appraisal, embarrassment and humiliation are primarily the outcome of appraisal by one or several others, even if only in thought or imagination. One important respect in which humiliation differs from embarrassment is that, whereas we bring embarrassment upon ourselves, humiliation is something that is brought upon us by others.

2) Insecurity

Insecurity is a feeling of general uneasy or nervousness that may be triggered by perceiving of oneself to be vulnerable or inferior in some way, or a sense of vulnerability or instability which threatens one's self-image or ego.

3) Lack of Self-Confidence

The researchers concept it as an influential predict of certain result, such as successful of academic, happiness, satisfaction in marriage and relationships and criminal behaviour.

2. The Explanation of Self-Confidence

a. Definition of Self-Confidence

Self-Confidence defines as an individuals' understanding of their skills, gratitude for themselves and awareness of their own feelings. One of important way

to improve the general language skills in English is self-confidence. Self-confidence can be a self-fulfilling profession it means that individuals who lack it may fail to achieve their objectives even attempt them, due to lack of self-confidence and those who have it, may succeed because they have it rather than their talent.

The meaning of self-confidence is believee of own abilities. Self-confidence is one of factors that has great impact on the development of speaking skill. The variety aspects of personality are the affective factor of emotional side of human behaviour. For examples are emotion, motivation, attitude, anxiety, and personality also self-confidence. From all of those, self-confidence is one of the most influential variables that affect learning.¹⁵

Self-confidence is an attitude that allows us to have a positive realistic perception of ourselves and our abilities. It is also one of personal factor that pays a supportive role in achievements of language-learning. Regardless of their past experiences that they believe with their ability will be the successful in learning-language. Self-confidence like the foundation of a building, if it is inadequate, even the greatest technology will be insufficient to build sturdy walls over it.

Therefore, self-confidence can be concluded as beliefs ourselves about the abilities whether they succeed or not in doing tasks. If students have self-confidence about their abilities regardless of their past experiences, they will succeed in their learning. And there will be a good communication where there is confidence.

¹⁵Safaa Mohammad Al-Hebaish, "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course," *Theory and Practice in Language Studies* 2, no. 1 (2012): 60–65, <https://doi.org/10.4304/tpls.2.1.60-65>.

b. Characteristics of Self-Confidence

There is two of self-confidence as follows; the first category is intrinsic self-confidence. It is related about the individuals' thoughts and emotions those are reconciled or happy with themselves. The elements of intrinsic self-confidence include thinking, self-confidence, self-knowledge self-love and expressing concrete goals. The last category is extrinsic self-confidence. It is also behaviour and attitude towards others. Communication and emotional control are the main parts of extrinsic self-confidence.¹⁶

Park & Lee identifies the following indicators and characteristics of self-confidence in speaking English as:¹⁷

- 1) **Situational confidence.** It refers to how students' belief in themselves and how they perceive themselves. The example of situational confidence can be seen when students' belief "I'm an excellent student or the most essential person of my group".
- 2) **Communication confidence.** It is about how students' feel when using English to communicate. For example, the students do not shy when performing English speaking task in front of the class and when students using English to communicate with their classmates.
- 3) **Language potential confidence.** It is about in the future, when students using English as communication tools, how they view themselves. The example of

¹⁶Deby Setiawaty Ningsih, "The Influence of Teachers' Reinforcement on Students' Self-Confidence in Speaking Performance at Senior High School 12 Pekabaru," 2020, 11.

¹⁷Hyesook Park and Adam R. Lee, "L2 Learners' Anxiety, Self-Confidence and Oral Performance," *Comparative Education*, 2014, <https://doi.org/10.1080/03050068.2013.871832>.

language potential confidence is students' optimistic in obtain score "A" in class or students believe that will be able to speak English perfectly. Language potential confidence about students' perception if someday, they will have good score in English and also believing someday they will get great TOEFL score.¹⁸

- 4) **Language ability confidence.** It is identifying as students' confidence about their ability in speaking English.

c. **Factor influencing self-confidence**

There are two factors can be effect self-confidence. The first one is internal factors and the second one is external factors. The first of all internal factors include self-confidence and feeling needed. The second of internal factors is success. It contains success in study, sports, art, and others. The things that can affect individuals are how they view themselves, how often get success, the think of have no a sense of self-confidence, and then individual tent to dare step back and feel meaningless.

The last of internal factors is physical condition, it appears directly and inherent in the condition of individual. Individuals' confidence appears from physical self-recognition, the reject or accepts of image and judge of individuals. Individuals tend to have high self-confidence if they are feeling proud with their physical condition. In other word, individuals' experiences or things that have been happened it also can be affect the next life. The future of individuals' life and their confidence can be effect individuals' past.

¹⁸Edwar Pasaribu, "The Students ' Self Confidence in Learning English At SMPN 17 Pekanbaru By Faculty of Education and Teacher Training Pekanbaru 1431 H / 2010 M," 2010.

The first of external factors is environment of family. The expectation and assessment of parents on individuals become an assessment in looking themselves. Parents are the initial formation personality of person pattern. The feeling lack of self-confidence due to the individual do not able to fulfil most of parents' expectation or parents may not be recognize the success of individual.

And formal or school environment is the second of external factors. The second place that always practices confidence of individual is school. Students who difficult to develop self-confidence is those much punished and criticized than students who always achieve awards and prised from teacher. The last of external factors is friend. Students tend to feel motivated and confidence due to students' potential through the perception of others can be formed.

3. Self-cconfidence in speaking English.

Self-confidence is one of the keys to successful development of language literacy through the skill of strategy. In conclude, self-confidence means beliefs in own ability that can help students to tell their ideas especially in speaking ability more fluently and effectively.¹⁹

Speaking ability is an important collaborative and interactive process. The speakers exchange ideas. During conversation, we may comment each other, interrupt, disagree or extend of what was said. Due to direct impact on personal and

¹⁹Gaya Tridinanti, "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang," *International Journal of Education and Literacy Studies* 6, no. 4 (2018): 35, <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>.

professional success, good speaking ability becomes an essential aspect of language-proficiency development.²⁰

Speaking is an essential ability which students can share ideas, exchange information and learn more about language. Speaking is producing sounds and also a process of achieving goals and transferring messages. The speaker says words toward their listener not only to express what in mind but also to express the needs.

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Speaking conveys meaning through sounds. The process of the speakers communicates with the listener called as speaking. Communication needed to interact with others through language. It is important for someone who speaks, be able to express their feelings obtain the target language.

In this context, self-confidence refers to beliefs about us. There will be speaking ability if students feel confident to speak in front of the class.

C. Theoretical Framework

In successful of language-learning speaking play important role for active classroom participation. Speaking is a skill that consist of several aspects i.e., pronunciation, vocabulary and grammar. Students more active in speaking become a good speaker. However, to become a good speaker it needs more self-confidence in order to make communication with the others because the information someone

²⁰D Kanza, "The Importance of Self-Confidence in Enhancing Students' Speaking Skill," *People's Democratic Republic of Algeria Ministry of Higher Education and Scientific Research*. Retrieved April 2 (2015): 2018.

²¹Gillian Brown, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

shares with us is not just information, it is also a reflection of their belief in its validity.

Self-confidence in speaking refers to an attitude of believing with own self can speak English confidently in front of the class. There are many characteristics of self-confidence in speaking English it can be seen on the next page:

1. **Situational confidence.** It refers to how students' belief in themselves and how they perceive themselves. The example of situational confidence can be seen when students' belief "I'm an excellent student or the most essential person of my group".
2. **Communication confidence.** It is about how students' feel when using English to communicate. For example, the students do not shy when performing English speaking task in front of the class and when students using English to communicate with their classmates.
3. **Language potential confidence.** It is about in the future, when students using English as communication tools, how they view themselves. The example of language potential confidence is students' optimistic in obtain score A in class or students believe that will be able to speak English perfectly.
4. **Language ability confidence.**

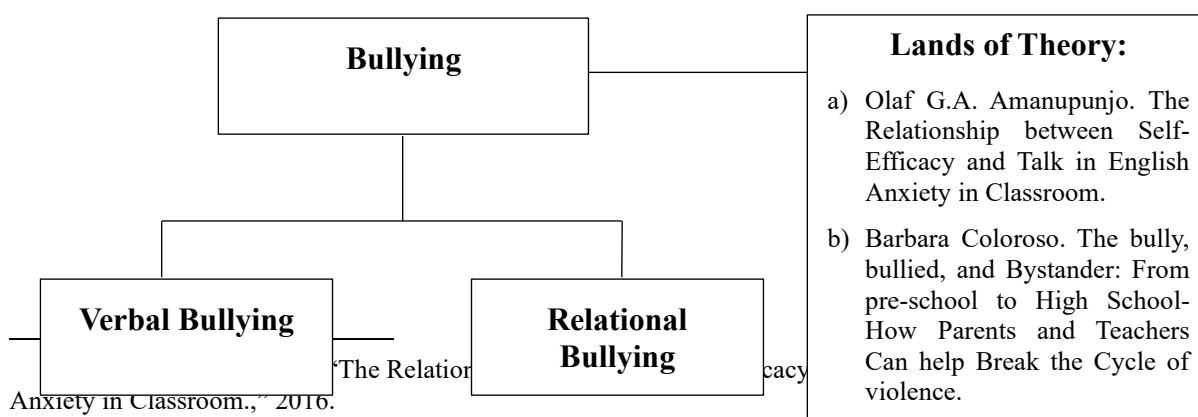
It is identifying as students' confidence about their ability in speaking English. During the teaching-learning process in the classroom, students have some problem that they do not feel confidence to speak English. At the times, they feel ashamed when they want speaking English in front of the class.

Students are feeling afraid and worried when mispronouncing or making some grammatical errors in speaking, their friends mocking and laughing. The students lack self-confidence due to bullying.²² Coloroso identifies there are three types of bullying; those are physical, verbal and relational bullying. In this research only focused on verbal bullying and relational bullying. It can be experienced as follow: ²³

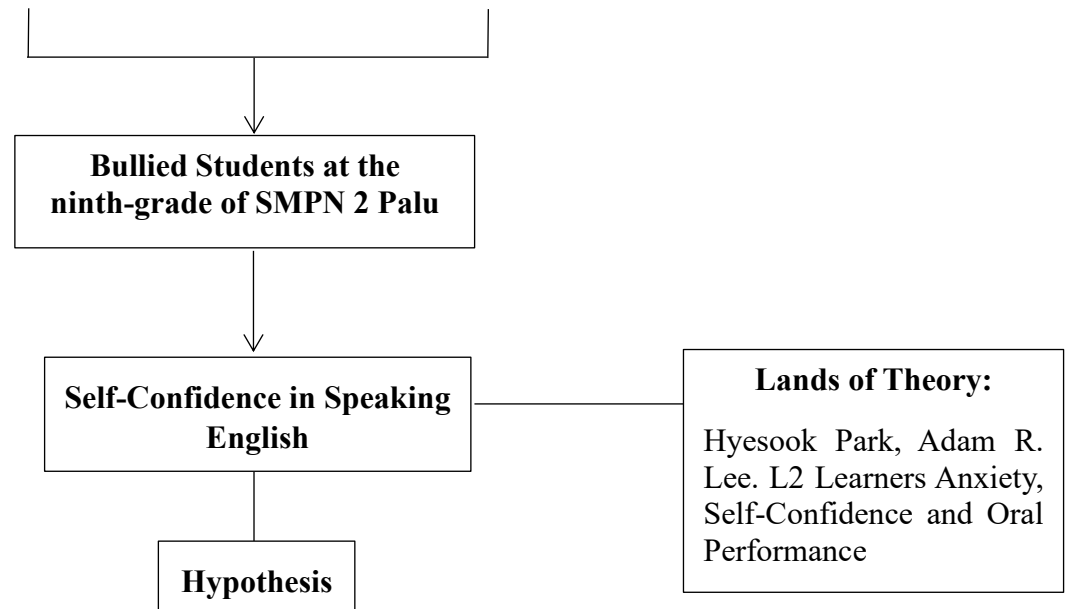
1. **Verbal Bullying.** It is the most common of bullying that reaches 70% involving boys and girls. This is because verbal bullying is easy and sometimes difficult to detect. It can start off harmless and can escalate to levels which start affecting the individual target. It includes (1) Ridiculed, (2) Harsh word, (3) Name callings (4) Frightened, and (5) Underestimated.
2. **Relational Bullying.** The last type is Relational bullying. It is the most imperceptible and unnoticed form of intimidation. It is including (1) Contemptuous of physical gestures, (2) Talking behind someone's back, (3) Unfriendly, and (4) Embarrassing.

The description of how this research conducted is represented on bellow:

Table 1.Theoretical Framework



²³Coloroso, “The Bully, The Bullied, and The Bystander Breaking the Cycle of Violence.”



D. Hypothesis

Based on all of the theories explained above, the hypothesis as follows:

1. H_a : There is any significant effect between bullying on students' self-confidence level in speaking English at the ninth-grade students of SMPN 2 Palu in academic year 2022/2023.
2. H_0 : There is no any significant effect between bullying on students' self-confidence level in speaking English at the ninth-grade students of SMPN 2 Palu in academic year 2022/2023.

CHAPTER III

METODOLOGY OF RESEARCH

A. Research Design

Research design was used to analyse and identify the subjects of research. It is needed research design in order to make the research going in the right way. In this research, there are two research designs to answer the problem research namely mix method, qualitative and quantitative research.

Qualitative research is an intensive study about certain situations that includes cases or phenomena.¹ Additionally, Bodgan and Biklen identify qualitative research is the data are in the form of the words or pictures rather than number.² Mujis states quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods in particular statistic.³

Based on the statement above, that qualitative research can be described as not about numerical but it is intended to produce descriptive data in the form of words, picture, and written or spoken and the opposite of qualitative research which analysing the data using statistic. In this research the problem research included qualitative and quantitative research. Consequently the researcher has to determine the appropriate method or plan to answer the problem research.

¹Fitria Savira and Yudi Suharsono, "Metode Penelitian Dan Pengembangan," *Journal of Chemical Information and Modeling* 01, no. 01 (2013): 1689–99.

²R C Bogdan and S K Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods*, 2007.

³Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, Sage Publications (London: SAGE Publications Ltd, 2004), <https://doi.org/10.7748/ns.29.31.44.e8681>.

Creswell states that if to build on the strengths of both quantitative and qualitative data, mixed methods research is a good design to use.⁴

B. Population and Sample

1. The Population of Research

Sugiyono defines population as generalisation of region consist of subjects or objects that become quantities and certain characteristics set by researcher to learn then drawn conclusion.⁵ Creswell describes population as a group of individuals that have same characteristics.⁶ In this research, the population are the students of ninth-grade SMPN 2 Palu, it has 11 classes. The total numbers of the population are 352 students.⁷

2. The Sample of Research

Creswell defines sample as sub-group of the population that researcher purpose to research. The process of selecting a sufficient number of elements from the population called as sampling. An understanding of its properties or characteristics would make it possible us to generalize such properties or characteristics to the elements of population.⁸

⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Karen Mason, Pearson Education, Inc, 4th ed. (Boston,: Pearson Education, Inc, 1995).

⁵D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013).

⁶Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.

⁸Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

In selecting the sample, technique the researcher used random sampling. Random sampling refers to selecting the sample in a way that ensure every individual in population that have same and chance on its own can be chose as sample.⁹ Slovin's formula with standard error of 10% is used to calculate the number of samples in this research. Slovin's formula in determining the sample size can be seen on the next page:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of samples

N = Population

e = Error rate (10% = 0.1)

The population are 352 students; therefore, the calculation for the sample shown as follows:

$$n = \frac{352}{1 + (352)(0.1)^2}$$

$$n = \frac{352}{1 + (352)(0.01)}$$

$$n = \frac{352}{1 + 3.52}$$

⁹L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research : Competencies for Analysis and Applications*, ed. Jeffery W. Johnston, *Pearson Education, Inc.*, 10th ed. (America: Pearson Education, Inc., n.d.).

$$n = \frac{352}{4.52}$$

$$n = 77.87$$

Therefore, the sample would be 77.87. From 77.87 then rounded to 78; the numbers behind the comma above 500. Finally, the sample in this research was 78 students.

C. The Operational Definition of Variables

The operational definition of variables is used to describe the characteristic of the variable that is investigated by the researcher.

1. Independent Variable (X)

An Independent variable of the research was the students' bullying. The researcher administered the questionnaire adapted from Coloroso. It was focused on verbal bullying and relational bullying; it is useful for knowing bullying behaviour toward students while learning English course.¹⁰

2. Dependent Variable

A dependent variable of the researches the students' self-confidence in speaking English. The researcher administered the questionnaire useful for knowing students' confidence in speaking English adapted from Park & Lee.¹¹

D. Instrument of the Research

A research instrument as the tools that selected and will be used by researcher in their collecting activities, thus the activities become systematic and facilitated by

¹⁰Coloroso, "The Bully, The Bullied, and The Bystander Breaking the Cycle of Violence."

¹¹Park and Lee, "L2 Learners' Anxiety, Self-Confidence and Oral Performance."

them. Principally, researching was measuring. To measure accurately, there has to be a good measurement tool. Therefore, research instrument was an instrument can be used to measure the natural and social phenomena that observed. Specifically, these phenomena called as research variables.

E. Procedure of the Data Collecting

Data collection was a systematic and standard procedure to obtain the required data called. It means that identifying and selecting for research, in obtaining their permission to research them and gathering information by asking question or observing behaviour. In collecting the data, the researcher gave the interview and the questionnaire. The procedure of the data collecting in this research as follows:

1. Questionnaire of Bullying. In this research, questionnaire was used to measure students' bullying. The questionnaire was a form that survey respondents fill out and return to the researcher. The respondents choosing answers the questions and supplies basic personal or demographic information. The questionnaire adapted from Coloroso.¹² In the following table, the blueprint of bullying can be seen below:

Table 2. Blueprint of Instrument the Revealing Data Students Victim of Bullying

Variable	Indicator	Sub-Indicator	Number of questionnaires
Bullying	Verbal Bullying	Ridiculed	1, 4
		Harsh word	2

¹²Coloroso, "The Bully, The Bullied, and The Bystander Breaking the Cycle of Violence."

		Name callings	3
		Frightened	5
		Underestimated	6
	Relational Bullying	Contemptuous of physical gestures	7, 8
		Talking behind someone's back.	9
		Unfriendly	10, 11
		Embarrassing	12

It was used a Likert scale; this scale was use to answer questions in the research questionnaire. The Likert scale was a measure of respondents' agreement or disagreement with a series of questions that measure an object.¹³

The respondent chose an answer that fits of the actual situation by giving checklist (✓) to the answer choice.

The researcher analyses the questionnaire statically by several steps. The first students' answer to students' bullying. Likert scale used was four-point scale. Second, the researcher was analysed score by using the sum score where the researcher sums scores for each individual to provide single score for all of questions variables. It can be seen below:

Table 3. Alternative Score of Questionnaires

¹³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.

No.	Option	Score
1	Never	1
2	Sometimes	2
3	Often	3
4	Always	4

2. Questionnaire of students' self-confidence in speaking English. The questionnaire also uses to measure the extent to which students' self confidence in speaking English at the ninth-grade SMPN 2 Palu. The questionnaire was adapted from Park and Lee. In the following table, the blueprint of bullying can be seen on below:¹⁴

Table 4. Blueprint of the Revealing Data Students' Self- Confidence Level in Speaking English

Variable	Indicator	Sub-Indicator	Number of Question
Self-Confidence in Speaking English	Situational confidence.	Feeling confidence when deliver the question	1
		Can speaking better	2, 3
	Communication confidence.	Do not feel shy	4,
		Facing the difficulties	5,

¹⁴Park and Lee, "L2 Learners' Anxiety, Self-Confidence and Oral Performance."

		Feeling confidence to communicate	6, 8, 11
	Language potential confidence.	Using English as communication tools	7, 9
		How view the self	10, 12, 13
	Language ability confidence	Feeling confidence about the ability.	14, 15, 16, and 17

It was using a Likert scale. This scale was used to answer questions in the research questionnaire. The Likert scale was a measure of respondents' agreement or disagreement with a series of questions that measure an object.¹⁵

The respondent chose an answer that fits of the actual situation by giving checklist (✓) to the answer choice. The researcher analysed the questionnaire statically by several steps. The first students' answer to students' bullying. Likert scale used was four-point scale. Second, the researcher analysed score by using the sum score where the researcher sums scores for each individual to provide single score for all of questions variables. Alternative Score of Students' Questionnaires can be seen below:

Table 5. Alternative Score of Students' Questionnaires

No.	Option	Score
1	Strongly disagree	1
2	Disagree	2
3	Agree	3

¹⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.

4	Strongly Agree	4
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3. The interview can be defined as one of the widely used and basic methods for obtaining qualitative data. Interview was used to gather data from people about opinions, beliefs and feelings about situation in their own words. Interview can be used to provide information that cannot be obtained through observation.¹⁶

The interview classifies into three, namely (1) structured interview. It is the structure of interview follows the extent to which the question to be asked aware developed prior to the interview. (2) The unstructured interview, sometimes describe as a conversation with purpose. It was the questions arise from situations. (3) Semi unstructured interview, the interviewer has more freedom to pursue hunches and the question can be improved.¹⁷

From the statement above, the researcher used a Semi structured interview because by using this interview, the researcher have more freedom to make questions and to improve the questions. In this research, the result of interview indicated the answer of research question namely, to what extent does bullying affect students' English-speaking self-confidence.

In this research, the steps procedures in collecting the data as follows:

1. Preparing and designing some note guideline for conducting the questionnaire and the interview.

¹⁶Donald Ary, *Introduction to Research in Education* (Canada: Nelson Education, Ltd., 2010), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

¹⁷Ibid.

2. Asking permission to Headmaster of SMPN 2 Palu for conducting this research.
3. Distributing the questionnaire to the sample of ninth-grade students at SMPN 2 Palu.
4. Interviewing the sample of ninth-grade students at SMPN 2 Palu.
5. Keeping or documenting the data.

Those was done to describe about the bullying on students' self-confidence level in speaking English at the ninth-grade of SMPN 2 Palu.

F. Validity and Reliability of Data

1. Validity

a. Validity of bullying questionnaire

Validity was the scores that individual gets on instruments that allows researcher to draw good conclusions about the population from the sample that is research.¹⁸ In the other words, validity was the extent that inferences made from assessment result are appropriate, meaningful, and useful for purpose of the assessment.

In this research, was use construct validity. To analyse the validity of research instrument, the research will use Pearson product moment, then SPSS 20.0. The

¹⁸Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.

researcher compares r value to r table with significance level of 5%. Standard value of validity is r value $>$ r table. Based on the tryout result, it was determined that 12 items were valid. The result of data 12 of the item score are higher than r_{table} ($r_{observe} > r_{table}$). It means that all of the items of the questionnaire were valid and be used to collect the data.

b. Validity of self-confidence in speaking English questionnaire

Creswell defined validity as the scores of participants from an instrument that meaningful, can be understood, and enable the researcher to draw conclusion from the sample of population that research.¹⁹ Based on above definition, validity is the extent of the inferences drawn from the result of assessment. It was appropriate, meaningful and useful for the assessment purposes. In order to analyse validity of the questionnaire, the researcher used internal validity.

The internal validity has to do with factors directly can affect the outcomes.²⁰ Therefore, to collect the data, the researcher distributed questionnaires from the sample of research then the researcher analysed the data using SPSS 20.0. r value to r table the researcher compared at significance level 5%. If r value $>$ r table the standard validity value. Based on the tryout result, it was determined that 17 items were valid. The result of data indicated 17 of the item score are higher than r_{table} ($r_{observe} > r_{table}$). It means that all of the items of the questionnaire were valid and be used to collect the data.

¹⁹Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

²⁰Ibid.

2. Reliability

a. Reliability of Bullying questionnaire

In the field of measurement, reliability refers to the accuracy of the measurements. The kind of accuracy is reflected to obtain the similar results when measurement repeated another researcher or on different-by-different person. Sometimes, the characteristic of reliability is termed consistency. This research used the termed consistency reliability. Creswell identified internal consistency reliability is the instrument that administered once and using one version of the instrument. Based on Cohen the guidelines of reliability below:²¹

In this research, it is used Pearson Product Moment to analyse the reliability of bullying instrument, then SPSS 20.0 was used to analyse it. The value of Cornbach's alpha is 0.808. Consequently, it can be concluded the questionnaire is reliable, and the level of reliability is high.

b. Reliability of Self-Confidence in speaking English.

In line with the above explanation, reliability of self-confidence in speaking English questionnaire also used the theories from Cohen.²²The guidelines of reliability can be seen below:

It is also used Pearson Product Moment to analyse the reliability of students' self-confidence in speaking English instrument, then SPSS 20.0 was used to

²¹Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, *Research Methods in Education*, 2007, <https://doi.org/10.4324/9780203029053>.

²²Ibid.

analyse. The value of Cornbach's alpha is 0.910. Consequently, it can be concluded the questionnaire is reliable, and the level of reliability is very high.

Table 6. Category of Reliability

No.	Reliability	Category
1	$0 > .90$	Very highly reliable
2	.80 - .90	Highly reliable
3	.70 - .79	Reliable
4	.60 - .69	Minimally reliable
5	$< .60$	Unacceptably low reliably

G. The Technique of Data Analysis

After collecting the data, the researcher was analysed using the technique of data analysis, the researcher applied a quantitative and qualitative analysis. In this research the qualitative analysis will be done by applying the following procedures:

1. The participants interviewed using voice recorder through several questions.
2. After the conversation recorded, the researcher transcript the conversations and the data have organized according to the questions.
3. After analysing the data, the researcher explained it descriptively in the form of written report.

The data of interview used to describe kind of bullying students have experienced and to what extent does bullying affect bullying students' English-speaking self-confidence.

Meanwhile, in the quantitative analysis will be done by applying the following procedures:

1. Descriptive Statistical Analysis

Descriptive analysis is the data presentation techniques that carried out in the form of frequency table or graphs/diagrams of each variable. However, each variable processed and analysed in several stages specifically finding mean, standard deviation, determine categorization and percentage analysis. It can be determined by the following formulas:

a) Finding the Mean

To find the mean with the formula:

$$Y = \frac{\sum Y_i . f_i}{n}$$

b) Finding the Standard deviation

To find the Standard deviation with the formula:

$$SD = \sum_{i=1}^k \frac{Y_i . f_i}{n}$$

c) Determine the Categorization

The formula to determine the level of category low, medium and high as follows:

- 1) Low category

Mean - 1,5. SD

- 2) Medium category

For the medium category, it can be determined from the range between low and high category.

- 3) High category

Mean + 1,5. SD

d) Determine the Percentage Analysis

The scores that have been obtained for categorization before, it was used by researcher to conduct an overview of the data percentage that include in the level of low, medium and high. The percentage of level for each variable can be calculated with the formula as follows:

$$P = \frac{f}{n} \times 100\%$$

P: Percentage

F: Frequency

N: Number of respondents

Table 7. The Percentage analysis of each variable

Category	Criteria
Low	$X < \text{Mean} - 1,5. \text{SD}$
Medium	$(\text{Mean} - 1,5. \text{SD} \leq X \leq (\text{Mean} + 1,5. \text{SD}))$
High	$X > \text{Mean} + 1,5. \text{SD}$

2. Pre-requisite Analysis

The analysis pre-requisite test needed in order to determine the data analysis of hypothesis testing. It can be continued or not. The analysis pre-requisite test consists of normality and linearity test.

a. Normality test

Normality test can be used to test in a regression model the dependent variable, the independent variable or both of it have a normal distribution or not. If the data distribution is normal or close to normal it can be said as a good regression. Normality test analysed using Kolmogorov-Smirnov with program of SPSS 20.0. If the data significance value $> .05$ the data normal and vice versa if significance value $< .05$ the data not normally distributed.

b. Linearity test

Linearity test was a test that aims to determine whether two variables have a linear relationship or not. It is usually used as a pre-requisite for analysis or linear regression. Linear test at a significance level of $.05$ is used on SPSS for testing. It

can be said that two of variables have a linear relationship if the significance linearity less than .05.

3. Statistic Hypothesis

Hypothesis testing uses simple linear regression in order to test the significance of the effect of bullying on students' self-confidence level in speaking English at the ninth-grade SMPN 2 Palu. Statistically, the hypothesis as follows:

H_a : If the value $r_{count} < r_{table}$ H_a is accepted, it means there is any significant effect between bullying and students' self-confidence level in speaking English.

H_0 : If the value $r_{count} > r_{table}$ H_0 is accepted, it means there is no any significant effect between bullying and students' self-confidence level in speaking English.

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of Research Result

The research was done to find out whether there was an effect of bullying on students' self-confidence level in speaking English at the ninth-grade students of SMPN 2 Palu in academic year 2022/2023 with the total of sample was 78 students. The researcher gives two kinds of instrument and the data was taken in October 24th until November 07th 2022. The data was carried out when the students was taking abreak. The following are the results of the research for the two of variables.

1. Quantitative Analysis

a. The Result of Data Analysis

1) Description of the Revealing Data Students Victim of Bullying

In order to find out the students' bullying experience, the researcher collected the data by conducting questionnaire and gave it to students. The researcher presented d the score list in the table 8. Meanwhile the descriptive statistical of it presented in the table 9.

Table 8. The score of the Revealing Data Students Victim of Bullying

No.	Respondent	Questionnaire Score
1	NR	35
2	CS	23
3	ASS	18
4	AN	21
5	MMS	17
6	NA	30
7	AN	12
8	SS	21
9	SG	15
10	FA	27
11	Z	13
12	MK	24
13	NRM	18
14	HM	34
15	DJA	19
16	MRR	30
17	SM	22
18	MF	32
19	MAD	30
20	AFM	24
21	IH	14
22	EY	14
23	MAS	14
24	A	27
25	KB	28
26	W	20
27	NR	31
28	G	27
29	MA	17
30	A	17
31	A	24
32	MAR	28
33	ZA	18
34	MR	13
35	DT	34
36	FJ	14

37	JO	22
38	N	32
39	KJ	20
40	NT	13
41	AA	13
42	AB	15
43	MJ	13
44	KC	20
45	Fy	32
46	A	24
47	Kag	21
48	VR	17
49	ANF	35
50	CN	24
51	Kaz	24
52	AD	19
53	AB	28
54	Am	34
55	ZR	13
56	RF	15
57	EG	18
58	ICB	17
59	Mu	16
60	DA	22
61	Ve	19
62	MRA	27
63	MriR	29
64	SMN	17
65	An	19
66	NZ	28
67	Maz	24
68	AND	24
69	Ra	19
70	DA	13
71	IN	19
72	ANR	15
73	DFB	23
74	NS	29
75	Mfa	29

76	Vi	20
77	ATF	21
78	MAR	30

Based on the result the table above, the researcher made the percentage analysis of scores on the following table:

Table 9. Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Self-Confidence in Speaking	40.71	9.011	78
Bullying	22.01	6.522	78

Based on the table 8, the researcher criteria to determine the level of category low, medium and high. And the results of the percentage analysis bullying (X) can be seen below:

Table 10. Percentage Analysis of Bullying (X)

Criteria	Category	Frequency	Percent
$X < 12,31$	Low	1	1,28%
$12,31 \leq X \leq 31,88$	Medium	68	87,18%
$X > 31,88$	High	9	11,54%
	Total	78	

From the table 10, it can be seen that there were 1,28% (1 students) in low category, 87,18% (68 students) in medium category and 11,54% (9 students) in category. It showed that most of students of SMPN 2 Palu have a medium level of bullying.

The researcher determined the most kind of bullying students have experienced at the ninth-grade of SMPN 2 Palu.

Table 11. Percentage Analysis Kinds of Bullying

Kinds of Bullying	Percent
Verbal Bullying	54.94%
Relational Bullying	45.06%

From the table above, the percentage of verbal bullying was 59.94%. The percentage of relational bullying was 45.06%. It showed the students at the ninth-grade of SMPN 2 most experienced was verbal bullying.

2) Description of the Revealing Data Students' Self- Confidence Level in Speaking English

In order to find out the students' bullying experience, the researcher collected the data by conducting questionnaire and gave it to students. The researcher presented the score list in the table 12. Meanwhile the descriptive statistical of it presented in the table 13. The table can be seen on the next page

Table 12. The Score of Revealing Data Students' Self- Confidence Level in Speaking English

No.	Respondent	Questionnaire Score
1	NR	18
2	CS	44
3	ASS	43
4	AN	43
5	MMS	35
6	NA	46
7	AN	57
8	SS	48
9	SG	45

10	FA	44
11	Z	54
12	MK	42
13	NRM	45
14	HM	44
15	DJA	43
16	MRR	24
17	SM	39
18	MF	46
19	MAD	26
20	AFM	45
21	IH	36
22	EY	40
23	MAS	36
24	A	43
25	KB	41
26	W	25
27	NR	49
28	G	32
29	MA	42
30	A	42
31	A	45
32	MAR	46
33	ZA	33
34	MR	32
35	DT	18
36	FJ	48
37	JO	40
38	N	23
39	KJ	43
40	NT	39
41	AA	51
42	AB	43
43	MJ	39
44	KC	44
45	Fy	41
46	A	40
47	Kag	45
48	VR	40

49	ANF	20
50	CN	42
51	Kaz	41
52	AD	34
53	AB	17
54	Am	17
55	ZR	41
56	RF	43
57	EG	43
58	ICB	38
59	Mu	46
60	DA	53
61	Ve	53
62	MRA	45
63	MriR	49
64	SMN	44
65	An	51
66	NZ	56
67	Maz	45
68	AND	44
69	Ra	55
70	DA	46
71	IN	34
72	ANR	40
73	DFB	48
74	NS	43
75	Mfa	35
76	Vi	43
77	ATF	48
78	MAR	34

Based on the result the table above, the researcher made the percentage analysis of scores on the following table:

Table 13. Descriptive Statitics

	Mean	Std. Deviation	N
Self-Confidence in Speaking	40.71	9.011	78
Bullying	22.01	6.522	78

Based on the table 12 the researcher criteria to determine the level of category low, medium and high. And the results of the percentage analysis bullying (X) on the following table:

Table 14. Percentage Analysis of students' self-confidence in speaking English (Y)

Criteria	Category	Frequency	Percent
$X < 27,19$	Low	9	11.54%
$27,19 \leq X \leq 54,23$	Medium	65	83.33%
$X > 54,23$	High	4	5.13%
	Total	78	

From the table 14, it can be seen that there were 11.54% (9 students) in low category, 83.33% (65 students) in medium category and 5.13% (4 students) in category. It showed that most of students of SMPN 2 Palu have a medium level confidence in speaking English.

3) Result of the Data Normality

Data normality test was analysed by using SPSS 20.0 in order to find out the data normally distributed or not. The result of bullying on students' self confidence level in speaking English normality test can be seen on below:

Table 15. Test of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		78
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	8.28902489
Most Extreme Differences	Absolute	.096
	Positive	.048
	Negative	-.096
Test Statistic		.096
Asymp. Sig. (2-tailed)		.075 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 15, it is known that a significant value for bullying data is 0.075. In addition, the level of significance is 5% (0.05). It means $0.075 > 0.05$ can be concluded that the data was normally distributed.

4) Result of the Data Linearity

To determine the value of linearity, the researcher also used SPSS 20.0. The result can be seen on the next page:

Table 16. Test of Linearity

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Self-Confidence in Speaking * Bullying	Between Groups	(Combined)	2684.027	20	134.201	2.144	.013
		Linearity	961.707	1	961.707	15.363	.000
		Deviation from Linearity	1722.320	19	90.648	1.448	.142
	Within Groups		3568.190	57	62.600		
	Total		6252.218	77			

Based on the table 16, it is obtained that a significant deviation from linearity value was $0.142 > 0.05$. It can be concluded that there was a significant linear relationship between bullying (X) and students' self-confidence level in speaking English (Y).

5) Result of Hypothesis Test

If the data is normally distributed and there is a significant linear relationship, subsequently the data was processed by using SPSS program to test simple linear regression in order to determine the significant of the effect of bullying on students' self-confidence level in speaking. The result of analysis can be seen on the table below:

Table 17.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	961.707	1	961.707	13.815	.000 ^b
	Residual	5290.511	76	69.612		
	Total	6252.218	77			

a. Dependent Variable: Self-Confidence in Speaking

b. Predictors: (Constant), Bullying

Table 18.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.392 ^a	.154	.143	8.343

a. Predictors: (Constant), Bullying

Based on the table 17 the result showed that a significance 0.000 which means it is less than 0.05 H_a is accepted while H_0 rejected. Consequently, it can be concluded that there is a significant effect of bullying on students' self-confidence level in speaking.

Based on the table 18, it can be seen the coefficient determination (R square) was 0.154 which means that percentage of the effect of bullying on students' self-confidence level in speaking was 12.4%.

2. Qualitative Analysis

From the result of the data quantitative analysis above, 14 students have been selected to be interviewed. 3 students from the category can speaking English but lack self-confidence, 6 students from the category of lack self-confidence and cannot speak English and the last 5 students from the category of confidence but cannot speak English.

a. English

Question 1 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

List of students'

Interviewee

Students' Answer

G

I do not feel confidence because I'm afraid of mocked by classmates.

ANF

I'm not confidence because afraid of incorrectly in pronouncing then mocked others.

DT

I do not because I'm scare of people judging me.

Based on the interview data above, the researcher found that students who were categorized into students who can speaking English but ashamed to speak do not confidence to speak because they are afraid of mocked by others when they mispronounce and have some grammatical error. It has terrible impact on their speaking performance.

Question 2 : In your opinion, what the meaning of bullying is?

List of students'

Interviewee

Students' Answer

G

For me, bullying is an act of ridiculing or saying rude to others.

ANF

In my opinion bullying like saying rude things that offend others.

DT

Bullying is like insulting or taunting others.

According to the interview data above, students define bullying as an act that ridiculing, taunting, mocking and saying rude that can hurt the victims.

Question 3 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

List of students'	Students' Answer
Interviewee	
G	Yes, I have. It is like when we mispronouncing the sentences other students ridiculed. And it makes me feeling down.
ANF	I've ever, they ridiculed us like when we are speaking in front of the class and mispronouncing a few of word they (other students) directly ridiculed. As a result, do not have enthusiasm to learn anymore.
DT	When someone try to speak then make a mistake being taunt by others.

According to above interview, it revealed that students can speak have experienced bullying in time they speaking in English. When speaking English, they are taunting by others due to incorrectly in pronouncing and make some grammatical error as consequence that students lost enthusiasm.

Question 4 : In your opinion what are the method in teaching-learning that can improve your speaking skill?

List of students'	Students' Answer
Interviewee	
G	For me the teacher should explain the material, do not just give the assignments over and over.
ANF	I like before teaching-learning process should do the games so the students do not bored.
DT	The teacher must translate sentences of the story in assignment so the students have additional vocabulary.

Based on interview, students mentioned the method in teaching-learning that can improve their speaking skill grammar translate method. The teacher and students translate the English sentences in assignment to first language (Indonesian).

b. An Analysis of Students Category who are not Confident and cannot Speaking English

Question 1 : What is the reason that make you do not speak English?

List of students'

Interviewee

Students' Answer

Ab

Saya belum bisa berbicara bahasa inggris karena banyak kosa kata bahasa Inggris yang belum saya tahu.

(I cannot because I do not have many vocabularymasteries)

Am

Karena saya kurang pengetahuan tentang kosa kata bahasa inggris

(Because lack of vocabulary mastery)

N

Kurang mengetahui kosa kata dan tcara pengucapan kata-katanya

(Lack of vocabulary mastery and pronunciation)

MRR

Saya tidak suka bahasa Inggris kak

(I do not like English)

An

Saya kurang tahu kosa kata guru mengajar cuman kasih tugas terus tidak ada dijelaskan.

(I'm lack of vocabulary mastery the teacher teaches us by just give the assignment without explain it)

MAD

Saya kurang mengerti cara pengucapannya

(I poor of pronunciation)

(I'm lack of vocabulary mastery the teacher teaches us by just give the assignment without explain it)

According to interview above, students mentioned the factors make they cannot speak English because they lack of vocabulary mastery and lack of pronouncing. The teacher taught in their class just by give the assignments to do without explain it.

Question 2 : Do you feel confidence when the teacher asks to practice speaking English in front of your classmates? If it is not, what is the reason?

**List of
students'
Interviewee**

Students' Answer

Ab Masih banyak kosa kata yang belum saya tau, jadi ketika maju praktek berbicara di depan kelas, saya takut diejek sama teman-teman kalau salah

(I do not have many vocabularies that I know, when I speak in front of, I'm afraid being insulted by others if I'm wrong)

Am Tidak, karena saya masih belum bisa berbicara bahasa Inggris saya kurang percaya diri takut juga nanti kalau salah diejek sama teman-teman

(No, because I still cannot speaking English make makes me feel do not confidence and can be ridiculed by others)

N Tidak, saya malu nanti diketawakan teman-teman kalau salah

(No, I shy if I make mistake will be laughed)

MRR Saya tidak percaya diri karena saya kurang tau mengucapkan bahasa Inggris

(I do not confidence because I do not know how to pronounce English)

An Saya malu kalau salah ba ucapkan kalimat diejek sama teman-teman

(I'm not confidence because I'm shy when incorrectly pronounce the sentences mocked by classmates)

MAD Saya tidak percaya diri, jujur karena saya tidak terlalu tahu tentang pronunciation saya malu nanti diketawakan sama yang lain

(I do not feel confidence, to be honest it is because I do not have understanding about the pronunciation, I am afraid will be laughed)

Based on the interview, the students mentioned they do not confidence when teacher ask them to practice speaking in front of the class, because of their lack of

vocabulary and poor of pronunciations they are worry will be bullied by their friend when they make a mistake.

Question 3 : In your opinion, what the meaning of bullying is?

List of students'

Students' Answer

Interviewee

Ab

Bullying itu seperti mengejek, memukul teman.

(Bullying is like mocking and hitting others)

Am

Seperti perkataan menghina yang bikin sakit hatinorang lain

(Insulting that make other hurt)

N

Bullying ini seperti berkata-kata kasar kepada orang lain

(Bullying like said harshly to others)

MRR

Bullying itu kayak mengejek teman baru ba pukul

(Bullying is ridiculing then hitting others)

An

Yang saya ketahui bullying itu seperti mengejek sama menghina orang lain

(Bullying is mocking and insulting others)

MAD

Maksud dari bullying perkataan atau perilaku yang bisa menyakiti orang lain

(The meaning of bullying is words or an act that hurt others)

As stated in interview, students define bullying is hitting, ridiculing, mocking, insulting that can hurt the victims.

Question 4 : Have you ever experienced bullying during English speaking in teaching learning process? Why did it happen?

List of students'	Students' Answer
Interviewee	Pernah, karena pada saat salah dalam mengucapkan kata-kata teman-teman ketawa biasa ba katai “teusah sok Inggris” <i>(Yes, because when mispronouncing the sentence, friends laugh and saying “acting like english native”)</i>
Ab	Tidak sengaja salah dalam mengucapkan kalimantya teman-teman langsung ketawa ba ejek begitu dan. <i>(When unintentionally mispronounce the English sentences my friends directly ridicule)</i>
Am	Biasa terjadi ketika guru minta praktek bicara di depan pas bijara ada kata yang salaah kita ucapkan. <i>(It is appening because I incorrectly pronounce the sentences)</i>
N	Saya pernah diketawan pas salah ba ucapkan kalimatnya <i>(I ever mispronounce the sentences then my friends laughed of it)</i>
MRR	Saya pernah dihina ketika saya lupa kalimat tersebut teman-teman laangsung ketawa terus bilang “percuma maju tetau juga bahasa Inggris” <i>(Yes, I ever insulted when I forgot the sentences my classmates laughed and insulted like “you are useless to go forward you do not understand English too”)</i>
An	Saaya pernah dihina gar-gara salah ba ucapkan kalimat <i>(I ever mocked; it happens just because incorrect in pronounce)</i>
MAD	

According to the interview above, students ever experienced bullying when they try to practice. They are insulted, underestimated and mocked by others because the other also think when they (the students bullied) came in front of they also cannot speaking English.

Question 5 : In your opinion what are the method in learning that can improve your speaking skill?

List of students'	Students' Answer
Interviewee	Menurutku guru menjelaskan materi dulu sebelum memberi tugas.
Ab	<i>(I think teacher should explain the material first before give us the task)</i>
Am	Saya suka guru memberikan kuis <i>(I like teacher give quiz)</i>
N	Guru kasih penjelasan juga tugas-tugas sebelum diberikan sama murid. <i>(Teacher give understanding first by translate the sentences)</i>
MRR	Students dan guru sama-sama ba terjemahkan kalimat yang di dalam soal guru tersebut berikan <i>(Both students and teacher together translate the sentences of task)</i>
An	Menurutku seperti metode menerjemahkan jadi siswa bisa mengerti dan dapat tambahan kosa kata. <i>(I think translate method so the students understand and have vocabulary mastery)</i>
MAD	Guru harusnya menjelaskan materi yang dia berikan itu diterjemahkan bersama-sama di dalam kelas. <i>(Teacher should explain the material first or when give their students the task, it is translated together with the students)</i>

Base on the interview, students stated that the method of learning that can improve their speaking in English Grammar translate method, they mentioned the method can help students to have some vocabulary can be mastered.

c. An Analysis of Students Category who are Confident but cannot Speaking English

Question 1 : What is the reason that make you do not speak English?

List of students'

Students' Answer

Interviewee

- | | |
|-----------|---|
| AA | Karena saya tidak mengetahui banyak kosa kata
<i>(Because I poor of vocabulary)</i> |
| Ve | Saya tidak bisa carena kurangnya penguasaan kosa kata
<i>(I do not understand because less of vocabulary mastery)</i> |
| Re | Karena saya tidak kurang pemahaman tentang kosa kata dan pengucapannya
<i>(Because I do not have knowledge about the vocabulary and to pronounce the word)</i> |
| W | Saya tidak bisa berbahasa Inggris karena ketika SD tidak ada pelajaran bahasa Inggris
<i>(I cannot because there is no English since I was in elementary)</i> |
| NR | Karena saya tidak memiliki banyak kosa kata yang diketahui
<i>(It is because I do not have vocabulary mastery)</i> |

Based on the Interview above, students mentioned the reason why they cannot speak English because they are do not have knowledge about English vocabulary and how to pronounce the English words.

Question 2 : Do you feel confidence when you practice speaking English in front of your classmates? If it is not, what is the reason?

**List of students'
Interviewee**

Students' Answer

AA	Ya saya percaya diri <i>(Yes, I do)</i>
Ve	Saya percaya diri walaupun saya belum bisa berbicara bahsa Inggris <i>(I feel confidence, although I cannot to speak English)</i>
Re	Saya percaya diri <i>(I'm confidence)</i>
W	Saya sering percaya diri <i>(I often confidence)</i>
NR	Saya cukup percaya diri <i>(I quiet confidence.)</i>

Students mentioned when the teacher asks them practice speaking English in front of their classmates, they still have confidence.

Question 3 : In your opinion, what the meaning of bullying is?

**List of students'
Interviewee**

Students' Answer

AA	Bully itu sesuatu seperti mengejek teman <i>(Bullying something like mocking others)</i>
Ve	Membuly itu menghina orang lain <i>(Bullying is humiliating others)</i>
Re	Bully seperti mengejek, memandang rendah orang lain <i>(Bullying for example mocked and underestimated other)</i>
W	Bully itu berarti menghina <i>(Bullying is insulting)</i>
NR	Bullying seperti perkataan mengejek yang menyakiti hati orang lain <i>(Bullying is saying that mock which hurt others)</i>

According to the interview above, students define bullying is behaviour of mocking, insulting and underestimated others.

Question 4 : Have you ever experienced bullying during English speaking in teaching learning process? Why did it happen?

List of students'

Interviewee

Students' Answer

- | | |
|-----------|---|
| AA | Terkadang mereka mengejek ketika salah mengucapkan kalimat
<i>(Sometimes they mocked when mispronounce a sentence)</i> |
| Ve | Karena salah dalam mengucapkan kalimat dan siswa lain tertawa itu membuat saya malu untuk berbicara
<i>(Because incorrectly pronouncing the sentences others (students) laugh that make me shy to speak again)</i> |
| Re | Pernah, terjaddi ketika saya salah dalam mengucapkan kata-kata berbahsa Inggris
<i>(I ever, it is happening when I incorrectly pronounce the words)</i> |
| W | Saya pernah diihina ketika salah berbicara
<i>(I ever insulted by others when I incorrectly speaking)</i> |
| NR | Pernah, terjadi karena ketika ada kalimat yang salah diucapkan
<i>(Yes, I have, when there is a sentence that I mispronounce)</i> |

Most of students ever experienced verbal bullying as mocking and insulting when they mispronounce the English sentences.

Question 5 : In your opinion what are the method in learning that can improve your speaking skill?

List of

students'

Students' Answer

Interviewee

- | | |
|-----------|---|
| AA | Ketika guru berbicara bahasa Inggris di dalam kelas sebaiknya diterjemahkan
<i>(When teacher speaking English in the classroom should translate in Indonesian too)</i> |
| Ve | Guru sebaiknya membuat siswa relax
<i>(Teacher should make the students relax)</i> |

- Cerita-cerita yang ada di tugas yang guru berikan sebaiknya diterjemahkan bersama-sama sebelum dikerjakan sehingga murid bisa mengetahui banyak kosa kata
- Re** *(The story in the assignment that teacher have gave should translate together with students first so the students can understand many vocabulary)*
- Menurutku translate
- W** *(I think translate)*
- Menurutku guru menerjemahkan nateru jadi sehingga dapat dimengerti siswa
- NR** *(In my opinion, teacher translate the material so students can understand it)*

Based on the interview students suggest that the method can improve their speaking skill are grammar translate method, this method can help the students to understand many English vocabulary.

According to the interview results, the researcher found that the reason of why students do not have confidence in speaking, the reason oh why students cannot speak English, the reason of why bullying happens in English-speaking, and the method of learning that can improve students' Speaking skill.

3. The Discussion of Research Result

The research has set aimed of this research; to identify students' confidence level in English-speaking, to investigate there is a significant effect of bullying on students' self-confidence level in speaking English or not and to find the factors that have major influence on students' self-confidence in speaking English. In this part, the researcher presents the overall findings of the research data collected to answer the entire research question in this study: the level of students' confidence level,

effect of bullying and factors that have major influence on students' self-confidence in speaking English.

According to the findings of this research, the confidence level students of the ninth-grade of SMPN2 Palu, there are 9 students categorized as low confidence level, 65 students as medium confidence level, and 4 students in high confidence level.

The most of students of SMPN 2 Palu have a medium level of bullying there are 1 student in low category, 68 students in medium category and 9 students in high category and it showed that most of students of SMPN 2 Palu have a medium level confidence in speaking English there were 9 students in low category, 65 students in medium category and 4 students in category. Verbal bullying is the most common kind of bullying students have experienced at the ninth grade of SMPN 2 Palu with the percentage 54.94%.

The effect of bullying on students' confidence level the researcher collected value data from variables X and Y then it carried out normality test to see whether the data was normally distributed or not and linearity tests to see whether the data have linear relationship or not. This step was taken as a prerequisite for conducting simple linear regression test on the SPSS program. Based on the data analysis, it is known that significant value for bullying on students' self confidence level in speaking English data is 0.075. The data was higher than 0.05 it means that the data were normally distributed. And the data also have a linear relationship where a significant deviation from linearity value is $0.142 > 0.05$. It means that there was a

significant linear relationship between bullying (X) and students' self-confidence level in speaking English (Y).

Based on the results of the research data analysis, it shows that there is effect of bullying on students' self-confidence level in speaking English at the ninth-grade students in SMPN 2 Palu. The results of the coefficient determination (R square) significance value is 0.154 which means that percentage of the effect of bullying on students' self-confidence level in speaking was 12.4%.

The results of simple linear regression test showed that a significance value is 0.000 which means it is less than 0.05. This support H_a is accepted while H_0 rejected. As the answer of formulation of the researcher, it can be concluded that there was a significant effect of bullying on students' self-confidence level in speaking at the ninth-grade students in SMPN 2 Palu.

The third point discussed in the findings was factors that have major influence on students' self-confidence in speaking English. Based on students' interview results, the students do not confidence in speaking English because they are laughed by others when they were incorrectly pronouncing the sentences. Another reason, because students' lack of vocabulary and poor in pronunciation it made difficult for them to speak English. When the students try to practice speaking English in front of the class they were afraid of insulted, underestimated and taunted by others if they made a mistake because do not have understanding of vocabulary and pronunciation. As a result, the students do not take a chance to participate in speaking activity.

Based on the students' opinion, the researcher found that the method of learning may improve students' speaking skill is Grammar Translate Method. In this method both the teacher and students translate the English sentences in assignment to first language (Indonesian).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The effect of bullying on students' self confidence level in speaking English at the ninth-grade students of SMPN 2 Palu is significant. It was revealed from the results of significance value was 0.000 which means less than 0.05. It can be concluded that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected which means there is a significant effect of bullying on students' self-confidence level in speaking English with the percentage 12.4%. Most of the students at the ninth-grade students' of SMPN 2 Palu have a medium level of bullying it can be seen from the percentage analysis were 1,28% (1 students) in low category, 87,18% (68 students) in medium category and 11,54% (9 students) in category. The most common kind of bullying students at the ninth grade of SMPN 2 Palu have experienced was verbal bullying with the percentage 54.94%. Hughes states that the acts of bullying in medium level of bullying that occur may include teasing, underestimate, embarrassing or unfriendly.¹

The level of students' self-confidence in speaking English at the ninth-grade students of SMPN 2 Palu was medium level. It can be seen from the percentage

¹Ibid.

results based on respondents' answer showed there were 11.54% (9 students) in low category, 83.33% (65 students) in medium category and 5.13% (4 students) in category.

It showed that most of students of SMPN 2 Palu have a medium level confidence in speaking English. As cited by Yusida, Lauster stated that confidence in a medium level is within normal limits, tends to be rather strong.² The students have low self-esteem caused feeling uncertain about their ability and afraid about others' impression.

Based on the results of data discussion that have been carried out, the factors that have major influence on students' self-confidence in speaking English such as students' lack of vocabulary mastery, students' lack of pronounce the sentences, the students afraid of mispronounce the English sentences, and the teacher's method in teaching English do not affective. The students supposed the method that may improve their speaking ability is Grammar Translate Method, this method able to make students can have many vocabulary knowledge.

B. Suggestion

After collect conducting the research and collecting the information about the effect of bullying on students' self-confidence level in speaking English, the research would like to give some following suggestion as follows:

²Lona Putri Yusida, Indra Ibrahim, and Azrul Said, "Hubungan Self-Confidence Dengan Kecemasan Siswa Ketika Bertanya Di Dalam Kelas," *Konselor* 3, no. 4 (2016): 134, <https://doi.org/10.24036/02014344014-0-00>.

1. The English Teacher

- a. The teachers have to help the students to stop bullying while speaking English class.
- b. The teachers should help students to improve their self-confidence level to speaking English.
- c. The teacher supposed to teach students with appropriate method that can improve students speaking ability

2. The Students

- a. When the teaching-learning process of English-speaking the students should stop bullying each other due to it may affect for ones' ability.
- b. The students have to motivate themselves and have more confidence in speaking English; they do not need to think if they get bullied by others.

3. The Further Researcher

- a. The further researcher expected to deeply explore students' lack of speaking and also the appropriate method that can improve students' English-speaking ability.

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Appendix 1: Questionnaire of the Revealing Data Students Victim of Bullying

Name:

Class:

Instruction/ Petunjuk:

- Select one answer from each statement by giving a checklist (✓).
Pilih salah satu jawaban dari setiap pernyataan dengan memberikan tanda centang (✓).
 Always : *Selalu*
 Often : *Sering*
 Sometimes : *Kadang-kadang*
 Never : *Tidak pernah*
- The questionnaires do not affect your scores in teaching-learning process in the classroom.
Kuesioner ini tidak mempengaruhi nilai anda dalam proses belajar-mengajar di kelas.
- If You choose the wrong answer, just cross it off and check the appropriate column.
Jika salah memilih jawaban, cukup dicoret dan centang pada kolom yang sesuai.
- Make sure you have filled all the numbers before collecting this scale.
Pastikan kalian telah mengisi semua nomor sebelum mengumpulkan skala ini.

No.	Question	Always	Often	Sometimes	Never
1.	My Friend mocks when I mispronounce English words/sentences.				
	Temanku pernah mengejek ketika saya salah dalam mengucapkan kata /kalimat berbahasa Inggris.				
2.	My friend says harsh word (ex. Stupid, dumb, crazy, dog, etc) when I mispronounce English words/sentences in English.				
	Temanku pernah mengucapkan kata kasar (contoh; bodoh, gila, anjing, dll) ketika saya salah				

	mengucapkan kata-kata/kalimat berbahasa inggris				
3.	My friends call me out with a bad name when I dare to speak English when I dare to answer questions even if it is not complete				
	Temanku pernah memanggil saya dengan sebutan buruk ketika saya berani menjawab pertanyaan meskipun tidak lengkap.				
4.	My friends laugh when I mispronounce English words/sentences				
	Temanku tertawa ketika saya salah dalam mengucapkan kata /kalimat berbahasa Inggris.				
5.	My friends fright me when I dare to come forward to presenting the task.				
	Temanku menakut-nakutiku ketika saya berani maju ke depan untuk mempresntasikan tugas.				
6.	My friends underestimate me, when the teacher asks me to explain the material in English				
	Temanku pernah meremehkanku ketika guru meminta saya untuk menjelaskan materi dalam Bahasa inggris.				

7.	My friends be cynical when I speak correctly in front of the class				
	Teman-teman bersikap sinis ketika saya berbicara dengan benar di depan kelas.				
8.	My friends ignore when I ask them about pronouncing the sentences.				
	Teman-teman mengabaikan ketika saya bertanya kepada mereka tentang pengucapan kalimat.				
9.	My friends talk bad behind my back when I have good presentation of the task				
	Teman-teman berbicara buruk dibelakangku ketika saya mempresentasikan tugas dengan baik.				
10.	My friends dislike me when I have good presentationin of the task.				
	Teman-teman tidak menyukakiku ketika saya memiliki presentasi tugas yang baik.				
11.	My friends humbled my ability when I mispronounce whe English words/sentences				
	Teman-teman merendahkan kemampuanku ketika saya salah dalam mengucapkan kata /kalimat berbahasa Inggris.				

12.	My friends make embarrassed when the teacher asks me to explain the material in English				
	Teman-teman mempermalukan ketika guru meminta saya untuk menjelaskan materi dalam Bahasa Inggris.				

Appendix 2: Questionnaires the Revealing Data Students' Self- Confidence Level in Speaking English

Instruction/*Petunjuk*:

1. Select one answer from each statement by giving a checklist (✓).
Pilih salah satu jawaban dari setiap pernyataan dengan memberikan tanda centang (✓).
 - Strongly disagree : ***Sangat tidak setuju***
 - Disagree : ***Tidak setuju***
 - Agree : ***Setuju***
 - Strongly Agree : ***Sangat setuju***
2. The questionnaires do not affect your scores in teaching-learning process in the classroom.
Kuesioner ini tidak mempengaruhi nilai anda dalam proses belajar-mengajar di kelas.
3. If You choose the wrong answer, just cross it off and check the appropriate column.
Jika salah memilih jawaban, cukup dicoret dan centang pada kolom yang sesuai.
4. Make sure you have filled all the numbers before collecting this scale.
Pastikan kalian telah mengisi semua nomor sebelum mengumpulkan skala ini.

No	Question	Strongly Agree	Agree	Disagree	Strongly Dissagree
1.	I feel confidence when deliver my opinion in front of the class.				
	Saya percaya diri ketika mengutarakan pendapat di depan kelas.				
2.	I can speak better than my classmate.				
	Saya dapat berbicara bahasa inggris dengan baik daripada temanku.				
3.	I believe, I'm a good English speaker.				

	Saya percaya, saya pembicara bahasa Inggris yang baik.				
4.	I do not feel shy when I have to speak English in front of the class.				
	Saya tidak merasa malu ketika harus berbicara bahasa Inggris di depan kelas.				
5.	I am able remain calm when facing difficulties while speaking English.				
	Saya mampu tetap tenang ketika menghadapi kesulitan saat berbicara bahasa Inggris.				
6.	I feel capable when teacher asks me to explain the english material in front of classmates.				
	Saya merasa mampu ketika diminta guru menjelaskan materi bahasa Inggris di depan teman sekelas.				
7.	I am able to communicate of what I understands to classmate.				
	Saya mampu mengomunikasikan apa yang saya pahami kepada teman sekelas.				

8.	I'm one of the best students in English course especially in speaking.				
	Saya salah satu siswa terbaik dalam pembelajaran bahasa Inggris terutama ketika speaking.				
9.	I have enough ability to improve my speaking ability.				
	Saya memiliki kemampuan yang cukup untuk meningkatkan kemampuan berbicaraku.				
10.	I able to speak English perfectly when teaching-learning process.				
	Saya mampu berbicara bahasa Inggris secara sempurna ketika proses belajar-mengajar berlangsung.				
11.	I feel confident when I have to present the task in English.				
	Saya merasa percaya diri ketika harus mempresentasikan tugas dalam bahasa Inggris				
12.	If I practice speaking more, I am sure will get better grades in English course.				
	Jika saya lebih banyak berlatih berbicara, saya yakin akan mendapatkan nilai yang lebih				

	baik dalam pembelajaran bahasa Inggris.				
13.	I am confident to my ability in speak English.				
	Saya yakin dengan kemampuanku dalam berbicara bahasa Inggris				
14.	I able to ask someone else using English				
	Saya mampu bertanya kepada orang lain menggunakan bahasa Inggris.				
15.	When the teacher asks questions, I able to answer the question.				
	Kerika guru mengajukan pertanyaan, saya mampu menjawab pertanyaan tersebut.				
16.	I able to expressing my opinions to my classmates in English.				
	Saya mampu mengutarakan pendapatku menggunakan bahasa Inggris.				
17.	I can introduce my self to someone else by using English.				
	Saya bisa memperkenalkan diri kepada orang lain dengan menggunakan bahasa Inggris.				

Appendix 3: Interview Guideline

Q 1	:	What is the reason that make you do not speak English?
Q 2	:	Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?
Q 3	:	In your opinion, what the meaning of bullying is?
Q 4	:	Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?
Q 5	:	In your opinion what are the method in teaching-learning that can improve your speaking skill?

Appendix 4: The Interview Result

ANF

Q1 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : I do not feel confidence, to be honest it is because I'm afraid of mispronounce the sentence mocked by classmate.

Q2 : In your opinion, what the meaning of bullying is?

Answer : In my opinion bullying like saying rude things that offend others.

Q3 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : I've ever, they ridiculed us like when we are speaking in front of the class and mispronouncing a few of word they (other students) directly ridiculed. As a result, do not have enthusiasm to learn anymore.

Q4 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : I like before teaching-learning process should do the games so the students do not bored.

G

Q1 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : I do not feel confidence because I'm afraid of mocked by classmates.

Q2 : In your opinion, what the meaning of bullying is?

Answer : For me, bullying is an act of ridiculing or saying rude to others.

Q3 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : Yes, I have. It is like when we mispronouncing the sentences other students ridiculed. And it makes me feeling down.

Q4 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : For me the teacher should explain the material, do not just give the assignments over and over.

DT

Q1 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : No, I do not. It is because I'm afraid my friends laugh when I am incorrect in pronouncing.

Q2 : In your opinion, what the meaning of bullying is?

Answer : Bullying is like insulting or taunting others.

Q3 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : When someone try to speak then make a mistake being taunt by others.

Q4 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : Teacher should explain the material first or when give theirr students the task, it is translated together with the students.

Am

Q1 : What is the reason that make you do not speak English?

Answer : Karena saya kurang pengetahuan tentang kosa kata bahsa inggris
(Because lack of vocabulary mastery)

Q2 : Do you feel confidence when the teacher asks to practice speaking English in front of your classmates? If it is not, what is the reason?

Answer : Tidak, karena saya masih belum bisa berbicara bahasa Inggris saya kurang percaya diri takut juga nanti kalau salah diejek sama teman-teman
(No, because I still cannoot speaking English make makes me feel do not confidence and can be ridiculed by others)

Q3 : In your opinion, what the meaning of bullying is?

Answer : Seperti perkataan menghina yang bikin sakit hatinorang lain
(Insulting that make other hurt)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : Tidak sengaja salah dalam mengucapkan kalimantya teman-teman langsung ketawa ba ejek begitu dan.
(When unintentionally mispronounce the English sentences my friends directly ridicule)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : Saya suka guru memberikan kuis
(I like teacher give quiz)

Ab

Q1 : What is the reason that make you do not speak English?

Saya belum bisa berbicara bahasa Inggris karena banyak kosakata
Answer : bahasa Inggris yang belum saya tahu.

(I cannot because I do not have many vocabulary masteries)

Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Masih banyak kosakata yang belum saya tau, jadi ketika maju praktek berbicara di depan kelas, saya takut diejek sama teman-teman kalau

Answer : salah

(I do not have many vocabularies that I know, when I speak in front of, I'm afraid being insulted by others if I'm wrong)

Q3 : In your opinion, what the meaning of bullying is?

Answer : Bullying itu seperti mengejek, memukul teman.

(Bullying is like mocking and hitting others)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Pernah, karena pada saat salah dalam mengucapkan kata-kata teman-teman ketawa biasa ba katai “teusah sok Inggris”

Answer : *(Yes, because when mispronouncing the sentence, friends laugh and saying “acting like english native”)*

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Menurutku guru menjelaskan materi dulu sebelum memberi tugas.

Answer : *(I think teacher should explain the material first before give us the task)*

N

Q1 : What is the reason that make you do not speak English?

Answer : Kurang mengetahui kosakata dan tcara pengucapan kata-katanya
(Lack of vocabulary mastery and pronunciation)

Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : Tidak, saya malu nanti diketawakan teman-teman kalau salah
(No, I shy if I make mistake will be laughed)

Q3 : In your opinion, what the meaning of bullying is?

Answer : Bullying ini seperti berkata-kata kasar kepada orang lain

(Bullying like said harshly to others)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Biasa terjadi ketika guru minta praktek bicara di depan pas bijara

Answer : ada kata yang salaah kita ucapkan.

(It is appening because I incorrectly pronounce the sentences)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Guru kasih penjelasan juga tugas-tugas sebelum diberikan sama

Answer : murid.

(Teacher give understanding first by translate the sentences)

MRR

Q1 : What is the reason that make you do not speak English?

Saya tidak suka bahsa Inggris kak

Answer :
(I do not like English)

Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Saya tidak percaya diri karena saya kurang tau mengucapkan bahasa Inggris

Answer :
(I do not confidence because I do not know how to pronounce English)

Q3 : In your opinion, what the meaning of bullying is?

Bullying itu kayak mengejek teman baru ba pukul

Answer :
(Bullying is ridiculing then hitting others)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Saya pernah diketawan pas salah ba ucapkan kalimatnya

Answer :
(I ever mispronounce the sentences then my friends laughed of it)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : Students dan guru sama-sama ba terjemahkan kalimat yang di dalam soal guru tersebut berikan

- An
- Q1 :** *(Both students and teacher together translate the sentences of task)*
What is the reason that make you do not speak English?
 Saya kurang tahu kosa kata guru mengajar cuman kasih tugas terus tidak ada dijelaskan.
- Answer :** *(I'm lack of vocabulary mastery the teacher teaches us by just give the assignment without explain it)*
- Q2 :** **Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?**
 Saya malu kalau salah ba ucapkan kalimat diejek sama teman-teman
- Answer :** *(I'm not confidence because I'm shy when incorrectly pronounce the sentences mocked by classmates)*
- Q3 :** **In your opinion, what the meaning of bullying is?**
 Yang saya ketahui bullying itu seperti mengejek sama menghina orang lain
- Answer :** *(Bullying is mocking and insulting others)*
- Q4 :** **Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?**
 Saya pernah dihina ketika saya lupa kalimat tersebut teman-teman langsung ketawa terus bilang "percuma maju tetau juga bahasa Inggris"
- Answer :** *(Yes, I ever insulted when I forgot the sentences my classmates laughed and insulted like "you are useless to go forward you do not understand English too")*
- Q5 :** **In your opinion what are the method in teching-learning that can improve your speaking skill?**
 Menurutku seperti metode menerjemahkan jadi siswa bisa mengerti dan dapat tambahan kosa kata.
- Answer :** *(I think translate method so the students understand and have vocabulary mastery)*

- Q1 : What is the reason that make you do not speak English?**
Answer : Saya kurang mengerti cara pengucapannya
(I poor of pronunciation)
- Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?**
 Saya tidak percaya diri, jujur karena saya tidak terlalu tahu tentang pronunciation saya malu nanti diketawakan sama yang lain
- Answer :** *(I do not feel confidence, to be honest it is because I do not have understanding about the pronunciation, I am afraid will be laughed)*
- Q3 : In your opinion, what the meaning of bullying is?**
 Maksud dari bullying perkataan atau perilaku yang bisa
- Answer :** menyakiti orang lain
(The meaning of bullying is words or an act that hurt others)
- Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?**
 Saya pernah dihina gara-gara salah ba ucapkan kalimat
- Answer :** *(I ever mocked; it happens just because incorrect in pronounce)*
- Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?**
 Guru harusnya menjelaskan materi yang dia berikan itu diterjemahkan bersama-sama di dalam kelas.
- Answer :** *(Teacher should explain the material first or when give their students the task, it is translated together with the students)*

Re

- Q1 : What is the reason that make you do not speak English?**
 Karena saya tidak kurang pemahaman tentang kosa kata dan pengucapannya
- Answer :** *(Because I do not have knowledge about the vocabulary and to pronounce the word)*
- Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?**

- Answer :** Saya percaya diri
(I'm confidence)
- Q3 :** In your opinion, what the meaning of bullying is?
- Answer :** Bully seperti mengejek, memandang rendah orang lain
(Bullying for example mocked and underestimated other)
- Q4 :** Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?
- Pernah, terjadi ketika saya salah dalam mengucapkan kata-kata
- Answer :** berbahsa Inggris
(I ever, it is happening when I incorrectly pronounce the words)
- Q5 :** In your opinion what are the method in teaching-learning that can improve your speaking skill?
- Cerita-cerita yang ada di tugas yang guru berikan sebaiknya diterjemahkan bersama-sama sebelum dikerjakan sehingga murid bisa mengetahui banyak kosakata
- Answer :**
(The story in the assignment that teacher have gave should translate together with students first so the students can understand many vocabulary)

W

- Q1 :** What is the reason that make you do not speak English?
- Saya tidak bisa berbahasa Inggris karena ketika SD tidak ada
- Answer :** pelajaran bahasa Inggris
(I cannot because there is no English since I was in elementary)
- Q2 :** Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?
- Saya cukup percaya diri*
- Answer :**
(I often confidence)
- Q3 :** In your opinion, what the meaning of bullying is?
- Bully itu berarti menghina
- Answer :**
(Bullying is insulting)
- Q4 :** Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?
- Answer :** Saya pernah dihinai ketika salah berbicara

(I ever insulted by others when I incorrectly speaking)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Answer : Guru sebaiknya membuat siswa relax
(Teacher should make the students relax)

AA

Q1 : What is the reason that make you do not speak English?

Answer : Karena saya tidak mengetahui banyak kosa kata
(Because I poor of vocabulary)

Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : Ya saya percaya diri
(Yes, I do)

Q3 : In your opinion, what the meaning of bullying is?

Answer : Bully itu sesuatu seperti mengejek teman
(Bullying something like mocking others)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : Terkadang mereka mengejek ketika salah mengucapkan kalimat
(Sometimes they mocked when mispronounce a sentence)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Ketika guru berbicara bahasa Inggris di dalam kelas sebaiknya diterjemahkan
Answer : *(When teacher speaking English in the classroom should translate in Indonesian too)*

NR

Q1 : What is the reason that make you do not speak English?

Answer : Karena saya tidak memiliki banyak kosa kata yang diketahui
(It is because I do not have vocabulary mastery)

Q2 : Do you feel confidence when you speaking English in front of people? If it is not, what is the reason?

Answer : Saya cukup percaya diri
(I quiet confidence.)

Q3 : In your opinion, what the meaning of bullying is?

Bullying seperti perkataan mengejek yang menyakiti hati orang

Answer : lain

(Bullying is saying that mock which hurt others)

Q4 : Have you ever experienced bullying during English-speaking in teaching learning process? Why did it happen?

Answer : Pernah, terjadi karena ketika ada kalimat yang salah diucapkan
(Yes, I have, when there is a sentence that I mispronounce)

Q5 : In your opinion what are the method in teching-learning that can improve your speaking skill?

Menurutku guru menerjemahkan nateru jadi sehingga dapat dimengerti siswa

Answer :
(In my opinion, teacher and translate the material so students can understand it)

Appendix 5: Documentation





CURRICULUM VITAE

A. Researcher Identity

Name : Miftha Hul Jannah
Place & Date Birth : Tg. Padang, July 23rd 2000
Gender : Female
Religion : Islam
Major : English Tadris Department
Faculty : Teacher Training and Tarbiyah Faculty
Student Identity : 18.1.16.0078
Address : Jl. S. Parman, Besusu Tengah, Palu Timur,
Palu, Sulawesi Tengah

B. Parents Identity

1. Father

Name : Irsan Laibo (Alm)
Religion : Islam
Profession : -
Address : -

2. Mother

Name : Sunarti
Religion : Islam
Profession : -
Address : Jl. S. Parman, Besusu Tengah, Palu Timur,
Palu, Sulawesi Tengah

C. Educational Details

1. MI Muhammadiyah Al-Haq Palu in 2012
2. MTsN Model Palu in 2015
3. MAN 2 Kota Palu in 2018
4. Continue the Studies at Datokarama State Islamic University, Majoring
English Tadris Department, Teacher Training and Tarbiah Faculty in
2018

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